

Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

	Unacceptable	Acceptable	Target
ASSESSMENT SYSTEM (State Criteria 1, 2, 3)	The unit has not involved its professional community in the development of an assessment system. The unit's system does not include a comprehensive and integrated set of evaluation measures to provide information for use in monitoring candidate performance and managing and improving operations and programs. The assessment system does not reflect professional, state, and institutional standards. Decisions about continuation in and completion of programs are not based on multiple assessments. The assessments used are not related to candidate success. The unit has not taken effective steps to examine or eliminate sources of bias in its performance assessments, or has made no effort to establish fairness, accuracy, and consistency of its assessment procedures.	The unit has developed an assessment system with its professional community that reflects the conceptual framework(s) and professional and state standards. The unit's system includes a comprehensive and integrated set of evaluation measures that are used to monitor candidate performance and manage and improve operations and programs. Decisions about candidate performance are based on multiple assessments made at admission into programs, at appropriate transition points, and at program completion. Assessments used to determine admission, continuation, and completion of programs are predictors of candidate success. The unit takes effective steps to eliminate sources of bias in performance assessments and works to establish the fairness, accuracy, and consistency of its assessment procedures.	The unit, with the involvement of its professional community, is implementing an assessment system that reflects the conceptual framework(s) and incorporates candidate proficiencies outlined in professional and state standards. The unit continuously examines the validity and utility of the data produced through assessments and makes modifications to keep abreast of changes in assessment technology and in professional standards. Decisions about candidate performance are based on multiple assessments made at multiple points before program completion. Data show the strong relationship of performance assessments to candidate success. The unit conducts thorough studies to establish fairness, accuracy, and consistency of its performance assessment procedures. It also makes changes in its practices consistent with the results of these studies.

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	Unacceptable	Acceptable	Target
DATA COLLECTION, ANALYSIS, AND EVALUATION (State Criteria 3, 4, 5, 6)	The unit does not regularly and comprehensively gather, compile and analyze assessment and evaluation information on the unit's operations, its programs, or candidates. The unit does not maintain a record of formal candidate complaints or document the resolution of complaints. The unit does not use appropriate information technologies to maintain its assessment system. The unit does not use multiple assessments from internal and external sources to collect data on applicant qualifications, candidate proficiencies, graduates, unit operations, and program quality	The unit maintains an assessment system that provides regular and comprehensive information on applicant qualifications, candidate proficiencies, competence of graduates, unit operations, and program quality. Using multiple assessments from internal and external sources, the unit collects data from applicants, candidates, recent graduates, faculty, and other members of the professional community. The unit maintains a record of formal candidate complaints and documentation of their resolution. These data are regularly and systematically compiled, summarized, and analyzed to improve candidate performance, program quality, and unit operations. The unit maintains its assessment system through the use of information technologies.	The unit is implementing its assessment system and providing regular and comprehensive data on program quality, unit operations, and candidate performance at each stage of the program, including the first years of practice. Data from candidates, graduates, faculty, and other members of the professional community are based on multiple assessments from both internal and external sources. The unit maintains a record of formal candidate complaints and documentation of their resolution. Data are regularly and systematically analyzed and reported publicly for the purpose of improving candidate performance, program quality, and unit operations. The unit is developing and testing different information technologies to improve its assessment system.

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USE OF DATA FOR PROGRAM IMPROVEMENT (State Criteria 3, 5, 7)	The unit makes limited or no use of data collected, including a candidate and graduate performance information, to evaluate the efficacy of its courses, programs, and clinical experiences. The unit fails to make changes in its courses, programs and clinical experiences when evaluations indicate that modifications would strengthen candidate preparation to meet professional, state and institutional standards. Candidates and faculty are not regularly provided formative feedback based on the unit's performance assessments.	The unit regularly and systematically uses data, including candidate and graduate performance information to evaluate the efficacy of its courses, programs, and clinical experiences. The unit analyzes program evaluation and performance assessment data to initiate changes where indicated. Candidate and faculty assessment data are regularly shared with candidates and faculty respectively to help them reflect on their performance and improve it.	The unit has fully developed evaluations and continuously searches for stronger relationships in evaluations, revising both the underlying data systems and analytic techniques as necessary. The unit not only makes changes when evaluations indicate, but also systematically studies the effects of any changes to assure that the intended program strengthening occurs and that there are no adverse consequences. Candidates and faculty review data on their performance regularly and develop plans for improvement.